DOCUMENT RESUME

ED 144 536 IR 004 934

TITLE Western Michigan University Program Review System. Initial Design.
INSTITUTION Western Michigan Univ., Kalamazoo.
PUB DATE Apr 77
NOTE 54p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Decision Making; *Departments; Educational Planning; *Evaluation Methods; *Higher Education; Program Evaluation; Universities; *University Administration

ABSTRACT

This report presents an initial design for a university program review system which is intended to improve decision making and planning through an in-depth evaluation of the university's academic departments and programs. The system involves three phases: (1) self study by the department, (2) a review by a committee external to the department, and (3) evaluation of the review system itself. The third phase is intended to ensure that reviews are properly conducted, to improve the review system, and to encourage effective use of the information obtained. Included are an annual calendar and a variety of forms and guides to be used during the process. (Author/STS)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED144536 -

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# WESTERN MICHIGAN UNIVERSITY

# PROGRAM REVIEW SYSTEM

## Initial Design

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY

Alan Nowakowski

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

April, 1977



IR004934

C/I

Acknowledgments

Western Michigan University
Program Review System

Commissioned by:

The Office of the Academic Vice President

Stephen R. Mitchell, Vice President for Academic Affairs
Barbara R. Sherman, Assistant Vice President for Academic Affairs

Developed by:

The Evaluation Center

Daniel L. Stufflebeam, Director
Alan Nowakowski, Project Director

The External Design Team

Roald Campbell (chairman), Professor Emeritus, Ohio State University
Leonard Feldt, Professor, University of Iowa
David Witmer, Assistant Chancellor, University of Wisconsin-LaCrosse

With the Assistance of:

Ad Hoc Advisory Council for Development of a University Program Review System

David Adams, Professor, Teacher Education
Ernst Breisach, Chairman, History
Donald Brown, Associate Professor, Chemistry
William Burian, Dean, College of Health and Human Services
Carl Engels, Associate Professor, General Studies
Howard Farris, Professor, Psychology
Robert Fink, Chairman, Music
Chester Fitch, Dean, College of Applied Sciences
C. J. Gianakaris, Professor, English
Thomas Gossman, Associate Professor, General Business
Kim Kasling, Associate Professor, Music
Claude Phillips, Professor, Political Science
Donald Roberts, Student
Sue Roberts, Student
Frank Scott, Professor, Industrial Engineering
Barbara Sherman, Assistant Vice President for Academic Affairs, Chairman
Dean Tyndall, Professor, Occupational Therapy

Table of Contents

Acknowledgments i
Table of Contents ii

Introduction . . . . . 1

Section I: The Charge for a Program Review System . . . . . 3

Section II: Structure of the Program Review System . . . . . 7

Section III: The Role of the Office of Institutional Research . . . . . 10

Section IV: Guide for Departmental Self Study . . . . . 20

Section V: Guide for Ad Hoc Review Committees . . . . . 25

Section VI: Implementation of the Program Review System . . . . . 33

## Introduction

This report presents an initial design for a University Program Review System. The system is intended to improve decision making and planning by departments and all administrative levels, through in-depth analysis and evaluation of the University's academic departments and programs. The system involves three phases: (1) self study by a department, supported by data provided by the Office of Institutional Research; (2) review of the department by an *ad hoc* iepartmental program review committee comprising members external to the department; and (3) evaluation of the review system by the University Program Review System Advisory Council. The last phase is designed to assure that reviews are properly conducted, to improve the operation of the system, and to encourage effective use of the information produced.

About one-fifth of the departments will be reviewed each year, so that all will be examined in any five-year period. The review procedures provide for the examination of all of a department's programs, instruction, research, and public service. The procedures can also be applied to review those same categories organized outside of departments. A sixteen-month cycle is required for each departmental review. The departmental self studies are to be done between January 1 and October 31; the *ad hoc* reviews are to occur between November 1 and January 31; and the University-level reviews are to be done from February 1 through April 30.

This report is divided into six major sections. The first section presents the charge for a Program Review System. The structure of the system is described in Section 2. Section 3 describes the information that the Office of Institutional Research will provide to support departmental self study. The fourth section presents a guide for departmental self study. Section 5 presents a guide for ad hoc departmental program review committees. The sixth section describes a time schedule and the steps involved in implementing the total Program Review System over a five-year cycle.

## Section I

### The Charge for a Program Review System

In August 1976 the Vice President for Academic Affairs commissioned the Evaluation Center of WMU's College of Education to develop, test, and implement a plan for systematic review of the University's academic departments and programs. The requirements for that system, as stated by the Vice President, were summarized in a background statement[1] presented to an external Design Team convened by the Center. After careful study of this statement and extended discussions with WMU faculty members and administrators, the Team rephrased and reordered the system's requirements. In so doing, it tried to remain faithful to the intent of the original charge, but adopted a wording more compatible with its expectations concerning the system's eventual design and operation. The Team developed the program review system to meet the following specifications:

1. The overall goals of the review system should recognize excellence where it exists and identify areas where university, college, and departmental actions could strengthen University programs. The decisions and actions resulting from the review process should lead to a more productive use of the University's human and financial resources.

2. The program review system should complement other University planning procedures by providing judgments from respected, impartial scholars. While the reviews might suggest curriculum modifications, such recommendations should not be considered, nor expected to become, a sybstitute for the existing curriculum approval process.



[1]The Evaluation Center, "Background Information for Program Review System Design Development," December 1976.

3. The review process should employ ad hoc committees, each responsible for a specified group of programs. Typically, the group would include all programs administered by a given department. The design for the system should include recommendations for the composition and selection of members of the review committees, who should not be assumed to be specialists in evaluation methodology.

4. The review process should operate on a five-year cycle, with the programs of approximately 20% of the departments scheduled for review each year.

5. As part of the review process, each department should assess its programs. This self-study should culminate in a report describing departmental goals, faculty, curricula, students, administrative procedures, special strengths, unique features, notable achievements, recognized shortcomings, anticipated developments, and immediate and long-range needs. This report would be made available, for critical assessment, to an ad hoc departmental review committee. Procedures for the self study and the preparation of the report should be flexible enough to accommodate the variety of WMU departments.

6. Self study reports should summarize existing standard institutional data (faculty vitae, service reports, costs, enrollments, etc.). Where relevant, follow-up data should be sought on graduates, including their retrospective comments about their collegiate experience, and on the judgments of graduates' employers.

7. Departmental self studies and ad hoc departmental committee reviews should consider not only instructional programs but also all other legitimate departmental activities. These would include public

service, professional service, research, and other forms of creative endeavor. An ad hoc departmental review committee might be advised of specific concerns of the Vice President, the dean, or the faculty (for example, accreditation, adequacy of facilities, and depth of the curriculum); and, if so, these would be given special attention in the review committee's report.

8. The ad hoc departmental review committee reports should be concerned primarily with qualitative analysis and evaluation of programs. They should include inferences drawn from the factual data in self-study reports, but should not repeat the factual data per se. They should, however, verify the accuracy of the self-study reports. The ad hoc departmental review committee reports should be written with the objective of being useful in the University's academic planning process. Recommendations in the reports should be directed toward University administrators, College deans, department heads, and/or the entire department faculty, as appropriate.

9. The work of each ad hoc departmental review committee should be assessed by a University Program Review Advisory Council to insure that the committee had adequately met its charge before a final report would be distributed to the departmental chairman, the college dean, and the Vice President for Academic Affairs. This Advisory Council, which would be composed of students, faculty, and administrators, should evaluate the review process and suggest desirable modifications in review procedures. Upon request, it would advise the Academic Vice President on University-wide policies designed to improve academic programs. Periodically, perhaps annually, the Vice President should summarize and synthesize for

the Advisory Council the decisions and actions which resulted from the faculty's contribution to the program review process.

10. The Assistant Vice President for Academic Affairs would have immediate and continuing responsibility for implementing and administering the program review system.

## Section II

## Structure of the Program Review System

The aim of the Program Review System is to obtain and provide evaluative information about University programs for informed decision making at the department, college, and University levels. The administration of the System is the responsibility of the Assistant Vice President for Academic Affairs. The Program Review System Advisory Council is to assess the management and operation of the System to support the achievement of its purpose.

The Program Review System Advisory Council, appointed by the Vice President for Academic Affairs, shall be composed of eighteen members including administrators, faculty, and students. Administration and faculty representatives on the Council shall be appointed for three year terms,[2] with an annual turnover of approximately one-third of the members. An undergraduate student and a graduate student are appointed annually to the Council each for a one year term. In making appointments to the Council, the Vice President may consult with or request nominees from such groups as the Council of Deans, the Faculty Senate, A.A.U.P., the Student Government Association, and the Graduate Study Advisory Committee. The Assistant Vice President for Academic Affairs shall be the continuing convener of the Council, which will select its chairman and recorder at its first meeting in the spring term.



[2] In the establishment of the Council, one-third of the members shall be appointed for one year, one-third for two year, and one-third for three year terms.

The general function of the Advisory Council is to advise the Academic Vice President on all matters concerning the Program Review System. Specific responsibilities of the Council include:

1. To study and assess the operations and outcomes of the Program Review System in order to suggest necessary modifications

2. To insure that review reports meet appropriate standards before they are distributed for use in decision making

3. To consider written dissenting or minority reports submitted by faculty members, administrators, students, or official bodies

4. Upon request of the Vice President for Academic Affairs, to assess the relevance of Program Review System reports to specified university or college level decision situations

5. To obtain evidence from the Vice President that reports emanating from the Program Review System are being used in departmental, college, and University level decision making

The Program Review System operates on a five-year cycle, with approximately twenty percent of the University's academic departments and programs reviewed annually, so that all the University's programs are evaluated in every five year period. The departments to be reviewed in any given academic year will be notified at least a year in advance. Typically, the unit of review will be the department, though programs organized outside of departments will also be reviewed. In such instances, the review process will be similar to that applied to departments.

The first phase of the review process is a self study by the departments selected for review. The department chairman or his/her delegated representative will take overall responsibility for organizing this effort and preparing the report. The departmental self studies are supported by institutionally-collected data provided through the Office

of Institutional Research. These self studies should benefit the departments by contributing to their existing internal evaluation practices, and should also provide a foundation for an external ad hoc committee review.

The second phase of the review process is an external program review based on the department's self study and on information gathered by an ad hoc departmental program review committee. The dean of the college is responsible for naming the members of the ad hoc review committee and its chairman, the latter to be chosen from a list of five nominees submitted by the department. One or two members of this committee will be persons from outside WMU who are experts in the area under review, or, where relevant, "non-educator, professionals", such as appropriate employers or agency heads. They will be selected by the dean from a departmental list of five off-campus nominees. The dean may ask for additional nominees for chairman or off-campus members if he is not satisfied with the original departmental nominees or if one or more are unable to serve. The remaining members of the committee, which shall include at least one tenured WMU faculty member from the same college and at least one from a different college, will be appointed by the dean.

The third phase of the review process is the evaluation of the reports of the self study and ad hoc program review committees by the Advisory Council, a process intended to guarantee the thoroughness of the reviews, to consider minority reports, and to determine how to improve the program review process. Ultimately, the reports will be forwarded to the Vice President, the dean of the college, and the departmental chairmen for use in decision making at these levels.

## Section III

## The Role of the Office of Institutional Research

The Office of Institutional Research, with direction from the Assistant Vice President for Academic Affairs, will provide institutionally-collected data to assist individual departments in conducting the self appraisal of their programs. This Office, through its capability to work with other data processing resources on campus -- such as those of the Registrar, Placement Services, and Alumni Affairs -- has the potential to produce considerable information of value to the self study and ad hoc review committees. However, it will take time and experimentation to determine which information and formats will prove most useful in the review process.

At this point, the Office of Institutional Research will provide the departments with the following program information. (Illustrative formats follow the program information listing given below.)

For each major program of study:

(1) The direct and total costs, and the share of all WMU instructional costs during each of the preceding two to five years (see Format 1)

(2) The student credits pursued by students in the major programs, and the share of all WMU credits during each of the preceding two to five years (see Format 1)

(3) The cost per student credit, enrollment, number of graduates, and the share for each of all WMU students and graduates during each of the two to five preceding years (see Format 2)

(4) Test data of entering and graduating students pursuing each major program of study during each of the two to five preceding years (see Formats 3 and 4)

(5) A list of other departments providing substantial instruction for each major program during the past two to five years (see Format 5)

(6) The placement data which describe experiences of graduates with each major during each of the preceding two to five years (see Format 6)

(7) The student credit production and cost per credit during each of the preceding two years (see Format 7)

(8) The list of major programs to which each department provided substantial instructional support during the preceding two years (see Format 8)

In addition, the Office of Institutional Research will cooperate with the departments to be reviewed in the development of instruments and techniques to be used in obtaining the opinions of graduates, employers and graduate departments, where relevant.

WMU PROGRAM REVIEW SYSTEM

Format 1: Major Programs of Study, Student Credits, and Current Operating Cost* (for the preceding 2-5 years)

| Program Name | Department | Degree | Costs | | Share of WMU Instructional Costs | | Cr. Hrs. | % Total Cr. Hrs. |
|---|---|---|---|---|---|---|---|---|
| | | | Direct | Total | Direct | Total | | |
| Accountancy | Accountancy | Bachelor's | $XXX,XXX | $XXX,XXX | % | % | | |
| Accountancy | Accountancy | Master's | XXX,XXX | XXX,XXX | % | % | | |
| PTC | Accountancy | Non-degree | XXX,XXX | XXX,XXX | % | % | | |







*In constant 1976 dollars

WMU PROGRAM REVIEW SYSTEM

Format 2: Major Program of Study: Costs per Credit, Enrollment, and Graduation Information (for the preceding 2-5 years)

| Program Name | Responsible Department | Degree | Cost/Stud. Cr. | | Enrollment | | | Graduates | |
|---|---|---|---|---|---|---|---|---|---|
| | | | Direct | Total | II or Upper Level | Total | Share of all WMU Students | Total | Share of all WMU Graduates |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |
| | | | | | | | % | | % |

WMU PROGRAM REVIEW SYSTEM

Format 3: Undergraduate Student Program Test Data

Name of Program _____ Department Responsible for this Program _____

| | Entering Students | | | | | | | Graduates | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Year | Number Students Entering | Composite ACT* | | | Subject Exam** | | | Number of Graduates | GRE | | | Subject Exam** | | |
| | | # Stds. | $\bar{X}$ | S.D. | # Stds. | $\bar{X}$ | S.D. | | # Stds. | $\bar{X}$ | S.D. | # Stds. | $\bar{X}$ | S.D. |
| 1971-2 | | | | | | | | | | | | | | |
| 1972-3 | | | | | | | | | | | | | | |
| 1973-4 | | | | | | | | | | | | | | |
| 1974-5 | | | | | | | | | | | | | | |
| 1975-6 | | | | | | | | | | | | | | |

* Or scores on comparable tests, such as SAT, Miller's Analogies, etc., expressed in ACT equivalencies.

** Specify.

WMU PROGRAM REVIEW SYSTEM

Format 4: Graduate Student Program Test Data

Name of Program _____ Department Responsible _____

| Year | Number Students Entering | GRE | | | Subject Exam* | | | WMU English Usage | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | # of Students | $\bar{X}$ V | $\bar{X}$ Q | S.D. | # of Students | $\bar{X}$ | S.D. | # of Students | $\bar{X}$ | S.D. |
| 1971-2 | | | | | | | | | | | |
| 1972-3 | | | | | | | | | | | |
| 1973-4 | | | | | | | | | | | |
| 1974-5 | | | | | | | | | | | |
| 1975-6 | | | | | | | | | | | |

*Specify

The GRE includes both a verbal (V) section and a quantitative (Q) section. It is helpful to know $\bar{X}$ for both of these for departments that depend on quantitative abilities, or for whom Q is relatively minor (like literature).

WMU PROGRAM REVIEW SYSTEM

Format 5: Departments Providing Substantial Instruction for Selected Major Programs 1971-6

1. Name of Major Program _____

2. Department Responsible for this Program: _____

3. Program Degree (check one): Bachelor's _____ Specialist's _____ Master's _____ Doctoral _____

| 4. Supporting Departments* (a) | Credits pursued in this department 4a by students with this major 1 | | | | | Percentage of all credits pursued by students with this major 1 | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1971-2 (b) | 1972-3 (c) | 1973-4 (d) | 1974-5 (e) | 1975-6 (f) | 1971-2 (g) | 1972-3 (h) | 1973-4 (i) | 1974-5 (j) | 1975-6 (k) |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

* Attach summary from academic matrix (Induced Course Load Matrix).

WMU PROGRAM REVIEW SYSTEM

Format 6: Placement Data (for the preceding 2-5 years)

| Major Program (a) | Degree (b) | Number of Degrees (c) | Number Registered (d) | Percent Registered (d/c=e) | Number Placed (f) | Percent Placed (f/d=g) | Average Annual Earnings* (h) | Number Entering Graduate School (i) | Percent to Graduate School (i/d=j) | Predominant Occupations** First (k) | Second (l) | Third (m) | Fourth (n) | Fifth (o) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |

* During first year following graduation, in current 1976 dollars.
** During first year following graduation.

WMU PROGRAM REVIEW SYSTEM

Format 7: Student Credit Production of Programs of Instruction, and Costs* per Credit
(for the preceding 2-5 years)

| Responsible Department (a) | Student Credit Production | | | | | | Cost per Credit | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Lower Level (b) | Upper Level (c) | Graduate Levels I (d) | Graduate Levels II (e) | Total (b+c+d+e=f) | Share of WMU Total Credits (g) | Undergraduate Direct (h) | Undergraduate Total (i) | Graduate Direct (j) | Graduate Total (k) | All Levels Direct (l) | All Levels Total (m) |
| | | | | | | | $ | $ | $ | $ | $ | $ |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

* Current operating cost in constant 1976 dollars.

WMU PROGRAM REVIEW SYSTEM

Format 8: Major Programs of Study to which Department Provided Substantial Instructional Support during the Preceding Two years.*

1. Name of Instructional Department _____

| 2. Major Program* (a) | Credits pursued by students with this major (a) in this department 1 | | Share of all credits produced by this department 1 | |
|---|---|---|---|---|
| | 1974-5 (b) | 1975-6 (c) | 1974-5 (d) | 1975-6 (e) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Attach summary from academic matrix (Induced Course Load Matrix).

## Section IV

## Guide for Departmental Self Study

The Program Review System has been designed to serve three general purposes: (1) To promote systematic self study and appraisal at the department level, so that departments can build an effective evaluation base for departmental decision making and planning; (2) to supplement the internal evaluation base of departments with an external appraisal of their programs of instruction, research, and public service by respected, impartial peers; (3) to provide college and University administrators with a qualitative understanding of departmental programs and conditions in order to make more effective use of available resources.

The department may use whatever procedures it deems desirable for conducting its self study and for preparing a self-study report. It may commence its self-study activities at any time following notification by the Vice President that it is scheduled for review. In many cases the department may wish to request assigned time for a faculty member during a portion of the period from January to August to prepare a draft of the factual portions of the self-study report. This will permit full faculty participation in the preparation of the remaining portions of the report during the final months of the period ending November 1.

The self-study report should provide a departmental analysis of programs and conditions. The following guide identifies topics which may be useful for the department to consider in conducting its self-appraisal and also may be of interest to the ad hoc departmental review committee.

1. General Status

   1.1 Overall Situation of Department
   1.2 Major Role of Department Within University
   1.3 Estimated Standing of Department in Relation to Analogous Departments in Universities Comparable to WMU
   1.4 Relationships with Scholarly and Professional Organizations
   1.5 Comments Concerning Previous Reviews and Accreditations

2. Nature and Goals of Instructional Programs

   2.1 Undergraduate Programs
   2.2 Graduate Programs
   2.3 Recent Innovations
   2.4 Relationship with Other WMU Departments, Schools, or Colleges
   2.5 Quality of Teaching
   2.6 Comprehensiveness of programs

3. Nature and Goals of Research (or Creative Performance) Programs

   3.1 History of Department in Research or Creative Activity
   3.2 Recent Record of Department in Research or Creative Activity
   3.3 Principal Areas of Research or Creative Activity
   3.4 Impact of Research Activity on Department, University, and External Groups

4. Nature and Goals of Service Activities (University, Local, State, National, International)

   4.1 History of Department in Service Activities
   4.2 Recent Record of Department in Service Activities
   4.3 Principal Kinds of Service Activities
   4.4 Impact of Service Activities on Department, University, and External Groups

5. Departmental Policies Related to Faculty

   5.1 Full-Time Faculty (Policies related to teaching loads and assignments, promotions in rank, participation in departmental affairs, faculty development, performance of sub-professional tasks)
   5.2 Part-Time Faculty and Teaching Assistants (Policies related to use of part-time faculty, teaching loads, and so forth)
   5.3 Evaluation of Faculty by Peers, Students and Administrators

6. Departmental Policies Related to Students

   6.1 Admission Policies (For undergraduate majors, M.A., Specialist and Ph.D. degrees, and for other programs)
   6.2 Advising and Counseling of Students (General undergraduate majors, graduate)
   6.3 Student Participation in Departmental Affairs (Undergraduate and graduate students), in channels for expressing student views

7. Non-Faculty Support Staff for Programs of Instruction, Research, and Service

   7.1 Technicians
   7.2 Secretaries and Clerks
   7.3 Laboratory Assistants
   7.4 Research Assistants

8. Resources and Facilities for Accomplishing Programs of Instruction, Research, and Service

   8.1 Library Resources (Quality and quantity, accessibility, use)
   8.2 Equipment (Quality and quantity, accessibility, use)
   8.3 Space (Adequacy and quality for instruction, research, and service activities including faculty offices, workspace for graduate students, laboratories, etc.)
   8.4 Supplies and Service Resources (Adequacy for instruction, research, and service activities)
   8.5 Related support facilities external to the institution, e.g. field internship arrangements (Adequacy and quality for instruction, research and service activities)

9. Financial Structure of Department (Including sources of funds)

   9.1 Salaries (Full-time faculty by rank, part-time faculty, supporting staff, teaching and research assistants)
   9.2 Funds for Supporting Research and Service Activities
   9.3 Faculty and Student Fellowships
   9.4 Training Grants, Faculty Development, etc.
   9.5 Research Support

10. Developmental Plans, Needs, and Aspirations

   10.1 Plans for Changes and Innovations in Basic Programs of Instruction, Research, and Service
   10.2 Faculty Needs to Implement New Programs
   10.3 Supporting Staff Needed to Implement New Programs
   10.4 Facilities and Equipment Needed to Implement New Programs
   10.5 Changes in Administrative Organization Needed
   10.6 Other needs to Implement New Programs

11. On-Going Departmental Evaluation and Review

   11.1 Evaluation of Graduates from Basic Programs (Undergraduates, Graduates)
   11.2 Evaluation of Department by Graduates and Students in Residence
   11.3 Use of Evaluation Results to Modify Basic Programs of Instruction, Research, and Service

12. Departmental Contingency Plans in the Event of a Reduced Operating Budget

   12.1 Steps to Achieve a 5% Operating Budgetary Cutback
   12.2 Steps to Achieve a 10% Operating Budgetary Cutback

Statistical Appendices

13. Faculty for Basic Programs of Instruction, Research, and Service

13.1 Vitae (Educational background; Professional background; Accomplishments including honors; Committee assignments; Community services)
13.2 Bibliography (Books published and in press; Papers published and in press; Abstracts of papers on programs of regional and national meetings; Published reviews and notes; etc.)
13.3 Teaching Activities (Courses taught with registrations; Independent readings and research directed; M.A. and Ph.D. theses supervised; post-comprehensive students not in residence; Institutes and other special Teaching Assignments; etc.)
13.4 Summary of Faculty by Rank, including date of appointment, tenure status, and scheduled retirement.

14. Students

14.1 Undergraduates (Numbers of majors, Numbers in special programs)
14.2 Graduate Students (Numbers in courses, independent reading and research, receiving M.A. and Ph.D. Degrees, post-comprehensive students in residence, post-comprehensive students not in residence)

In general, the self-study process will proceed in the following steps:

1. Department chairman receives notification that the department's programs will be reviewed.

2. Department chairman provides leadership in organizing and determining the procedures by which the department will conduct the self study and prepare a self-study report for the ad hoc review committee.

3. Department implements the resulting self-study process.

4. Department submits to the dean its list of nominees for the chairmen and the off-campus members of the review committee.

5. Department is informed of the members comprising the ad hoc review committee.

6. Department prepares draft of the self-study report to be submitted to the ad hoc review committee.

7. A draft of the report is distributed for critique to all department faculty members.

8. Department faculty meets to discuss reactions to the draft self-study report. Revisions made as needed.

9. Final draft of the self-study report is prepared for ad hoc departmental review committee and the dean. Minority reports, if needed, may also be appended to the final report.

The general procedures which the ad hoc departmental program review committee will follow are described in the next section of this report. Departments should review the questions listed there to guide the reviewing committees and consider them in preparing the departmental self-study report. The department chairman will meet with the ad hoc committee members when they initiate their review, at which time he/she will have the opportunity to express concerns of importance to the department in an assessment of its programs. The committee will work through the department chairman to make logistical arrangements for conducting its review, to include interviews with department faculty and students. The department will have the opportunity to review and respond to the ad hoc departmental committee review report prior to its submission to the Program Review System Advisory Council. Department representative(s) will also have the opportunity to submit written comments to the Advisory Council.

## Section V

## Guide for Ad Hoc Review Committees

A university of the scope of WMU offers programs with diverse goals and serving heterogeneous constituencies. In addition, the departments vary greatly in size, resources, commitments, and opportunities; and the programs of any given department may be assessed from a variety of perspectives, no one of which may be intrinsically more valid than another. In view of this diversity, Review Committees are allowed considerable flexibility in their approaches to the review. In summarizing their findings, they have latitude in choosing the areas to be given maximum emphasis. A program designed to prepare persons for a specific vocation, for example, will be reviewed somewhat differently from one primarily concerned with the exploration of historical and cultural developments.

Nevertheless, all reviews should address eleven general areas. These areas, and the questions which the report should answer, are as follows:

A. Goals of the Department

1. Are the goals of individual programs, and of the department as a whole, reasonable and appropriate in view of the stated missions of the University?
2. Are the goals too narrowly or too broadly defined?

B. Instruction

1. Are the curricular offerings sufficiently rich to justify the degree options that are offered? If not, how are they inadequate?

2. What is the student perception of the quality of instruction?
3. Could more effective use be made of the course offerings of other departments to contribute to the liberal and the professional education of students?
4. Are courses in sufficient demand to justify their frequency of scheduling? Should they be offered more frequently?
5. Is teaching effectiveness evaluated and improved?
6. Are programs periodically reviewed? Has the department responded to the need to introduce new courses and to modify or delete out-moded courses? Are prerequisites reasonable and enforced?
7. Are intern or "on-the-job" experiences available in those programs where they are appropriate? Are there any problems associated with these activities that reduce their effectiveness? What is being done to overcome them?
8. Where relevant, have the views of the related professional community been taken into account in curriculum programing?

C. Research and Creative Endeavor

1. Are there any budgeted programs of research--supported by institutional or outside funds--that are administered through this department or directed by a member of its faculty? Are any faculty members involved in such projects administered through other departments?
2. What is the general level of the faculty's scholarly work--outstanding, typical of such departments in institutions like WMU, or minimal?

3. Is the commitment to and recognition of research and scholarly works appropriate, given other departmental responsibilities?

D. Service

1. Are there any budgeted programs of service to the University community, or to the public at large, that are administered through this department or directed by a member of its faculty? Are any faculty members involved in service projects administered through other departments?
2. What is the general level of all types of service activities? Does service command a major part of faculty time and effort? Is the service level typical of such departments in universities like WMU, or only minimal?
3. Is the commitment to and recognition of service activity appropriate, given all other departmental responsibilities?

E. Administration of the Departmental Programs

1. Is there adequate communication within the faculty and between the faculty and the administrators of the programs?
2. Are faculty members well informed regarding administrative procedures? Do they have opportunity to suggest modification of procedures?
3. Are student advising and evaluation procedures adequate? Are they periodically reviewed?
4. Are teaching, research, and service assignments equitable?
5. Is the administration perceived as fair? Is the leadership strong, yet open to appropriate participation?

F. Faculty

1. Are all areas of expertise that could be considered "minimum essentials" for the departmental programs represented within the faculty?
2. Does the faculty exhibit a balanced concern for excellence in teaching, creative work (including traditional and non-traditional types of research), and professional service?
3. Are practices governing recruitment, retention, and promotion consistent with University guidelines?
4. What is the state of faculty morale? If morale is low, to what may this be attributed?
5. What provision is made for the professional development of faculty? Do the faculty take advantage of available opportunities?

G. Students

1. What trends are apparent in the numbers of applications for admission as majors in the departmental programs?
2. What trends are apparent in the abilities and characteristics of applicants and admitted students?
3. In its admissions practices, has the department considered the present and future demand for graduates?
4. Is there an excessive dropout rate from any of the programs?
5. How well do students perform in courses outside their major department?
6. Is the placement record of graduates outstanding, adequate, or inadequate? What role does the department play in placing its graduates?

7. What is the attitude of employers and graduate departments toward graduates of the programs?

8. What are the attitudes of typical graduates regarding the adequacy of their collegiate experience?

9. Are other outcome measures available? What do they indicate?

H. Physical Facilities, Technical Support, and Other Resources

1. Are offices, laboratories, library holdings, classrooms, equipment, and other facilities adequate?

2. Are technical and secretarial support services adequate?

3. Are general expense funds in specialty areas adequate?

I. Unique Features

1. In what respects, if any, are the departmental programs unique compared to similar programs in comparable institutions?

J. Areas of Excellence and Concern

1. What are the outstanding strengths of this department?

2. What areas or individuals show outstanding promise for future development, may be expected to gain regional or national prominence in the next decade?

3. In descending order of seriousness, what are the most pressing concerns and problems of this department?

4. What steps or action might resolve these problems and concerns?

K. Contingency Plans

1. Do the departmental contingency plans in response to a 5% or 10% cut in the WMU budget seem appropriate? If not, what alternatives are recommended?

2. If the University were faced with a severe budget cut--not the 10% cut posited in the self study, but a cut of 20%--what would you recommend for this department? (You may consider a wide range of possibilities, including elimination of selected programs, elimination of teaching and research assistants, merger with other departments, complete elimination of the department, or any other steps that would accomplish at least a 20% reduction in the departmental operating budget.)

## Steps in the Ad Hoc Review Committee Procedure

The Ad Hoc Review Committee may develop its own procedures in arriving at the answers to the above questions. In general, however, after the chairman has been chosen the following steps will be taken:

1. The Vice President or his/her representatives and the dean of the college meet with the committee chairman to consider the committee membership (WMU faculty), special concerns, etc.
2. Dean of college contacts outside scholars or consultants to fill off-campus committee position(s).
3. The Review Committee holds its organizational meeting, with distribution of the self-study report. (Chairman forwards a copy to the outside member(s) and arranges dates of their visit(s) to campus.)
4. Committee members review the departmental self-study report.

5. Committee meets to establish procedures and areas for consideration during investigative phase.
6. Committee meets with department chairman to outline its work methods, interview schedule, and specific needs.
7. Committee interviews faculty members and students.
8. Outside member(s) visit(s) campus and pursue(s) schedule set up by local members. Typically, each visit will be two days in length, and may conclude with an exit interview with the ad hoc committee. The outside member(s) file a written report with the chairman of the ad hoc committee within ten days of the visit.
9. Committee meets to discuss findings, consider the report of the outside member(s), and organize the work of producing the review report.
10. A preliminary draft of the review report is produced.
11. Committee meets to resolve differences on preliminary draft and prepare the first distributed draft.
12. The draft report is submitted to the department faculty.
13. Department responds to the ad hoc Committee draft report.
14. The ad hoc Committee draft is revised if appropriate.
15. The report is submitted to the Advisory Council.
16. The Council, or a subcommittee thereof, meets with the ad hoc Review Committee chairman, dean of the college, and the department chairman to assess the thoroughness, accuracy, and fairness of the review.

17. The final version of the report is submitted to the Vice President, dean of the college, and department chairman.

These procedures may be modified, as appropriate, for committees responsible for reviewing larger units, such as colleges, or non-instructional units, such as Center, the Placement Office, and the Admissions Office.

## Section VI

## Implementation of the Program Review System

A narrative description of the steps involved in the annual cycle for reviewing twenty percent of the University's programs is presented in this section. Following this description, time schedules for the annual cycle are presented in the form of a work table and Gantt chart. In Table 1 the column headings of the matrix indicate the persons and groups that will perform the work. Row headings are time blocks over a twelve-month period, and the cell entries describe the required tasks.

### Cycle Implementation Steps

1. In May each year, following consultation with appropriate students, faculty, and other administrators (or with the chosen representatives of each), the Vice President for Academic Affairs appoints five or six persons to three-year terms, to serve with the Assistant Vice President for Academic Affairs as the University Program Review System Advisory Council.

2. During May each year, the Assistant Vice President for Academic Affairs, in consultation with the Advisory Council, and with the consent of the Vice President for Academic Affairs, identifies those programs (approximately one-fifth of the total) for which the self study will begin no later than the following January and informs the respective departments and other units, and their deans, of their selection.[3] The Vice President allocates funds necessary to conduct reviews of the selected departments.



[3]The pilot test during the first year of the Program Review System will include less than twenty percent of the departments. Departments involved in the pilot test will not have the year's advance notice that will be provided once the system is in regular operation.

Within reason, all of the programs for which a given department or other unit is responsible, including programs of research and public service, are scheduled for review during the same period. To the extent that it is feasible and efficient, departments and other units that share responsibility for one or more programs are also scheduled for simultaneous review. Annual selection decisions should consider the timing of visitations by accreditation agencies and other necessary university and college decisions.

3. Upon direction from the Assistant Vice President for Academic Affairs, the Director of Institutional Research (with the assistance of the Registrar, Director of Placement Services, and Director of Alumni Affairs) prepares during the period June-August the specified reports for each of the departments' programs scheduled for review. These reports are to be delivered to the respective departments on or about August 1 each year.

4. Following consultation with the dean regarding funding and released faculty time, each department or unit responsible for programs scheduled for review organizes and conducts a self study of its programs. The period January through October in the review cycle is officially allocated for departments to conduct their self study. However, departments will be notified eight months in advance of the cycle in which they will be reviewed and may begin the self study process as soon after receiving notification as they desire. As a product of the self study process, each department will prepare its self-study report, including minority reports, if any. This report is to be provided to the respective ad hoc Departmental Program Review Committee by November 1.

5. During September, each dean appoints the ad hoc Program Review Committee for each department or unit under review.

During the period from November 1 to January 31, the ad hoc committee pursues its review activities and prepares the initial draft of its report. The departmental self-study reports and ad hoc committee reports should be submitted for consideration by the Advisory Council and the University administration by the first of February. The ad hoc Departmental Program Review Reports should elucidate, add information, and correct misinformation in the Departmental Self-Study Reports, but should not repeat factual data per se. They should outline and assign priorities to the actions which would strengthen each program and should evaluate the needs, plans, and concerns of the department. They may, where appropriate, make recommendations regarding increases or decreases in the resource allocations for various programs.

6. Quality of the ad hoc committee reports is assessed by a subcommittee of the Advisory Council, and if needed, appropriate actions taken before final reports are distributed for use in decision making in department, college, and university. This is to occur in February of each year.

7. During March and April each year, the Advisory Council evaluates and suggests modifications in the WMU Program Review System. Upon the request of the Vice President for Academic Affairs, the Council makes recommendations based on report findings for academic planning and decisions. During this same period the Vice President for Academic Affairs, the college deans, and the participating departments study the various reports and initiate appropriate follow-up activities.

8. Periodically, perhaps annually, the Academic Vice President summarizes for the Advisory Council the decisions and actions which have resulted from the Program Review System.

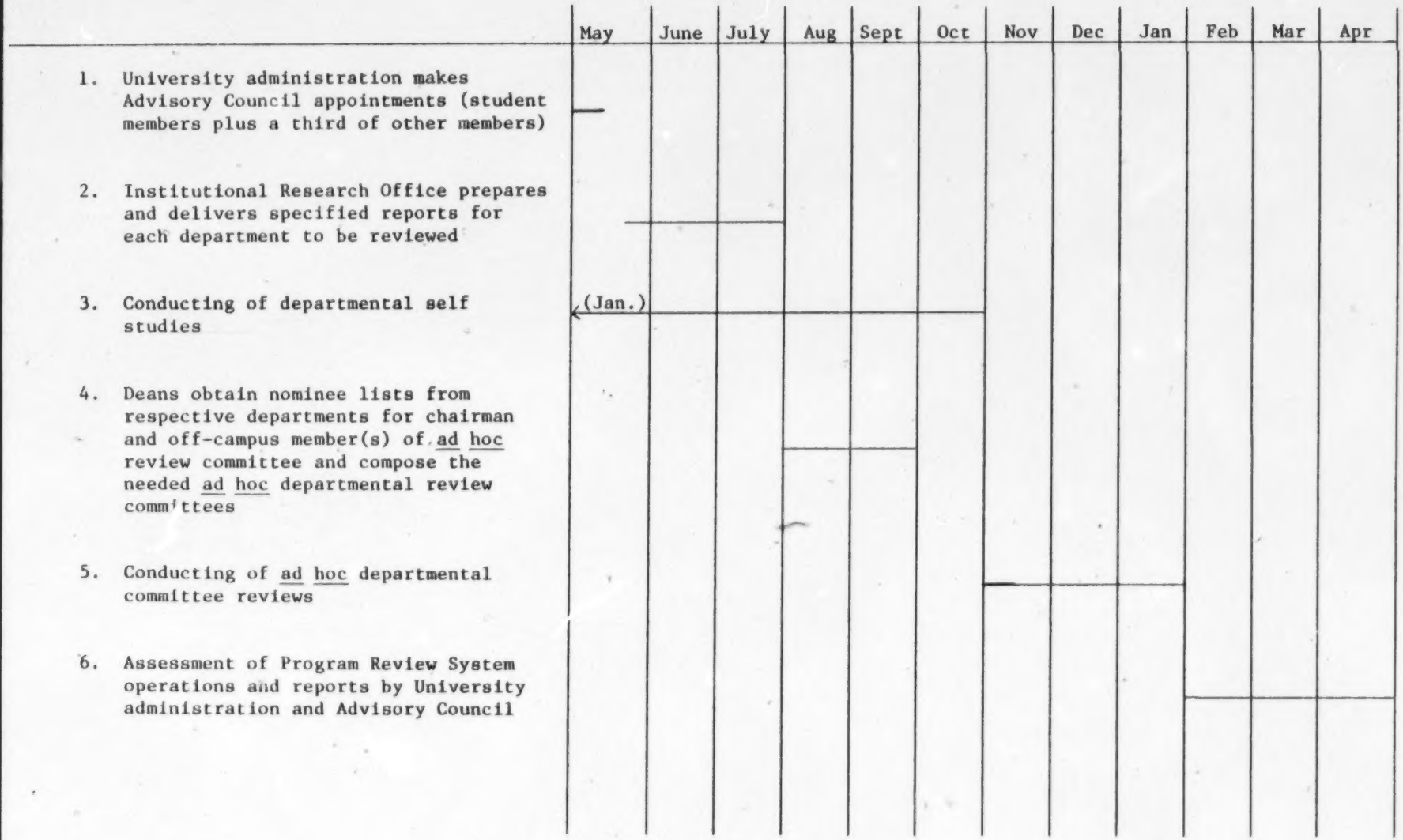
Table 1: Annual Cycle in the University Program Review System

| | University Administration | Advisory Council | Office of Institutional Research | College Deans | Departments | Ad Hoc Departmental Review Committees |
|---|---|---|---|---|---|---|
| May | Advisory Council appointments (student members plus a third of other members)<br><br>Selection for review of approximately 1/5 of the departments and other units responsible for academic programs<br><br>Notify Institutional Research Office of selections; and respective departments and other units and their deans of their selection | Select Council chairman and recorder<br><br>Consult in selection process of departments and other units to be reviewed<br><br>Determine procedure for evaluating review cycle | | Consult in the selection process of departments and other units to be reviewed | | |
| June-July | Monitor operations and provide status reports to Advisory Council | Provide input upon request | Prepare & provide specified reports for each department or other unit being reviewed | Meet individually with department chairmen & other unit heads to discuss review planning | Department chairmen meet with respective Dean and faculty to develop plan for conducting departmental self study and to initiate first steps of the plan | |

| | University Administration | Advisory Council | Office of Institutional Research | College Deans | Departments | Ad Hoc Departmental Review Committees |
|---|---|---|---|---|---|---|
| June-July (cont.) | | | | Obtain nominee lists from respective departments for chairman and off-campus member(s) of ad hoc review committee and begins composing ad hoc review committees | | |
| Aug.-Sept. | Monitor operations and provide status reports to Advisory Council | Provide input upon request | | Finalize composition of ad hoc departmental review committees and inform University administration and respective departments | Departmental self studies in process | |
| Oct. | Monitor operations & provide status reports to Advisory Council | Provide input upon request | | | Complete self study and provide self study report to respective ad hoc departmental review committee | |
| Nov.-Jan. | Monitor operations and provide status reports to Advisory Council | Provide input upon request | | Provide support for ad hoc departmental review committees' work | Provide support and input for ad hoc departmental committee reviews | Conduct and report on departmental program review |

| | University Administration | Advisory Council | Office of Institutional Research | College Deans | Departments | Ad Hoc Departmental Review Committees |
|---|---|---|---|---|---|---|
| Feb. | | Consider review reports and resolve differences with ad hoc Committee and department | | | Respond to draft of review report | Prepare final review report |
| Mar.-April | Assess review reports for use in university-level decision making | Assess review reports and upon request make recommendations regarding University policy and actions | | Assess reports for college-level decision making | Assess report on department for use in decision making | |
| | Make agreed upon modifications in the Program Review System for tryout in next cycle | Obtain input from groups involved and make recommendations to University administration for improving Program Review System | | Provide input and recommendations for improving Program Review System | Provide input and recommendations for improving Program Review System | Provide input and recommendations for improving Program Review System |

Figure 1: Time Schedule for Annual Cycle
in the University Program Review System


May
June
July
Aug
Sept
Oct
Nov
Dec
Jan
Feb
Mar
Apr
1. University administration makes Advisory Council appointments (student members plus a third of other members)
2. Institutional Research Office prepares and delivers specified reports for each department to be reviewed
3. Conducting of departmental self studies
(Jan.)
4. Deans obtain nominee lists from respective departments for chairman and off-campus member(s) of ad hoc review committee and compose the needed ad hoc departmental review committees
5. Conducting of ad hoc departmental committee reviews
6. Assessment of Program Review System operations and reports by University administration and Advisory Council